AAAP
2023-2024

School District of Indian River County

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African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Treasure Coast Elementary

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2023-2024 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal/supervisor of each school/location:

- Action steps included within the 2023-2024 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on November 16, 2023: __JK_____ (initials)

Quarterly Reflection
(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

During the 1st quarter we worked on creating data driven systems specifically targeting the root causes of student achievement during our RTI data chats. Teachers utilized the problem-solving app and identified barriers and selecting the greatest barrier and determining the appropriate intervention for students. Interventions have been implemented for all students and African American students. The leadership team is monitoring student progress through the interventions. Students have been provided the opportunity if in 3rd grade to participate in the Moonshot Academy (Tuesday, Wednesday, Thursday), and we offer our Title 1 Tutoring afterschool on Tuesday and Thursday. Utilizing the School District Lesson Plans and Required Instruction PowerPoint, the teaching of African American history is documented in the lesson plans.

African American Achievement Plan 2023-2024
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AAAP 2023-2024

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Quarter of the School Year: 1

Date of Summary: November 6, 2023

School: Treasure Coast Elementary

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	2
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	8/18, 9/5
Summary of Observation(s):	4th Grade- Unit 1 Lesson 3 Activity 3.1/3.2 Narrative Writing using cause and effect 5th Grade- 11.1 My Story of Rosa Parks Each week we have collaborative planning and the required instruction including African American History is shared via the district required instruction PowerPoint and documents. We continue to highlight the required instruction through our Pirate Press to ensure teachers are aware.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 *(i.e., August 1, 2023)*	9/1, 9/11, 10/17

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)
3	3	100%	0	0	N/A	1	1	100%	6	6	100%

Data should be retrieved from the Power BI ES Leadership Compliance – ScheduleAudit.

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024

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Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: *(i.e., August 1, 2023)*	N/A
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	N/A

Strategy AAAP 1.4(SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)

Black/African American (%)	White, Non-Hispanic (%)
N/A	N/A

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Discipline	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u>:	9/1, 9/15, 10/6
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Discussed during the IPST team meeting individuals with behavior concerns. Discussed current students on point sheets- 29 total students. Our success coach and school counselor monitor students data and adjust the point sheet data when necessary.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	School Leadership Meetings (Monday) 8/21, 8/28, 9/11, 9/18, 10/2,10/9,
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	During these weekly school leaderships meetings, we discuss the data and progress of our students. We share the results from unit/topic assessments, i-Ready diagnostics (when applicable) and discuss overall trends within the grade level.

Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined)

Black/African American (%)	White, Non-Hispanic (%)

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
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N/A	N/A

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2023)*	9/11/, 9/18, 10/2	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐No*	* If no, what modifications will be made to address the achievement gap?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	In our SIP we are monitoring the progress of our African American subgroup to ensure that they are making adequate learning gains. Students have been invited to extracurricular Title 1 and Moonshot Tutoring (3rd grade).	

Strategy AAAP 3.1 (ALL SCHOOLS}: Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	10/6	
Total Count of African American Students Participating in One or More Extracurricular Activities (#)	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)
29	59	49%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	During the 2nd quarter we will continue to notify parents through PBIS, social media, and School Messenger calls, and Focus.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	N/A	

Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
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Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.	
Number of Interviews Conducted by the Interview Committee:	2
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0%	100%
(OPTIONAL) Additional information:	

Strategy AAAP 1.2 <mark>(ELEMENTARY ONLY)</mark>: Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

All 10 AA students scheduled into FUN Read

Intensive Reading Audit: K-5

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School	Grade	Teacher	Race/Eth
All	Multiple selections	All	B

43 Ct of K-5 Students	**10** Total Ct Scheduled	**10** Ct Need Fun Read	**10** Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled	Ct Scheduled & may NOT need

ESE: All
ED: All
ELL: All
L25/35 ELA: All
FAST 23 AL: All

Need Fun Read but Not Scheduled

Student ID Schl Name Gd Race/Eth ED ESE ELL FAST 23 AL STAR 23 AL SEL 23 <10th IR Rel Pl Fall 23 IR Per Fall 2

This dashboard utilizes the students' prior year FAST or STAR ELA achievement level (Level 1), STAR Early Literacy (Below 10th percentile), and the 23-24 Fall iReady (Below 9th percentile) to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.

Full Schedule

Name	Course Title
All	All

Scheduled and may not need

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Example of groups scheduled for Interventions with data tracking each student.

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Grade			Tier	Intervention time & with...	FSA/FAST Spring 2023 SS/%ile	FAST Fall 2023 level/SS/PR	FAST Winter 2023 SS/%ile	FAST Spring 2024 SS/%ile	i-Ready SS/%ile Fall 2023**	iReady MOY SS/%ile 23-24	iReady EOY SS/%ile 22-23	BOY-LNF	PSF	Letter Sounds NWF_CLS	Decoding NWF_WRC	Word Reading	ORF WRC/Errors	Comp Maze	Notes	Previous Retention	Classroom Teacher	Intensive /T3 Program	Tier 2
									Jaliyah (Wilson Program) 7:45-8:45 4-5 days a week														
1			2 & 3		615/1	766/44			384/33 R			30	54	40	11	8	9/3	NA		Ret 1/Social Skills	Townsend	Sonday	Decodable
1			2 & 3	T2/T3 9:00-9:40	649/3	651/3			352/12			29	11	9	0	disc	disc			IDEA Referral	Rusin	LPL	Amplify
1			2 & 3	EOY	707/12			362/17			38	37	17	2	5	disc	NA		FUN READ	Rusin	Sonday	Decodable
1			2 & Int	732/4	768/45			387/36			43	34	43	14	12	7/9	NA		Ret 1 IPST/RFA	Mann	Sonday	Decodable
1			2 & 3	T2/T3 9:45-10:25	691/21	658/4			354/13			7	28	10	0	disc	disc	NA		Ret 1/Referred for IDEA	Townsend	Language for	Sonday
1			2 & Int	615/1	621/1			307/1			10	6	disc	disc	disc	disc		delays/IPST?/Access	LY/Ret 1/FUN READ	Mann	Sonday	LPL
2			2 & 3	NA	615/1			390/9			NA	NA	10	0	disc	disc	disc		IDEA Referral	Green	Sonday	LPL
1			2 & Int	615/1	644/3			335/6			1	23	4	0	disc	disc	NA	IPST?		Rusin	Sonday	LPL
3			2 & 3	T2/T3 10:30-11:10 ELA then go	807/4	268/1			436/15			NA	NA	48	16	31	55/3	disc		504/IPST & Point	Moore/Mat	Magnetic	Magnetic
3			2 & 3	1	290/2			477/32			NA	NA	61	20	39	90/1	disc	FUN READ	Ret 3-DES transfer	Moore/Mat	Magnetic	Magnetic
							Lunch & Planning 11:10-12:25																
				12:25-1:10		1/2 of	math	1st	grade														
2			3	T3 Only 1:15-1:30	615/1	747/2			437/37					54	15	13	29/5	disc	sp/ESE?, 2:30-3:00 M, 10-10:30 Thurs	Ret 1 review new data to see if we need to go to Eval.	Jenkins	Sonday	Decodable
2			Int		781/17	813/14			429/32					42	12	11	22/3	disc	Keep in and review data after 6-8 weeks	Ret 1-Parent IDEA?	Green	Lexia	Decodable
2			Int		758/10	757/3			399/12	look at	star then	decide		41	13	1	14/4	disc	2:00-2:30 SP	2:00-2:30 SP F	Green	Sonday	Decodable
2			Int	T3 Only 1:30-2:00 2nd Half of	752/8	765/4	phonological processing	could reevaluate	398/11	difficulty reciting sentences back		45	14	6	24/2	disc	2:00-2:30 SP M	IPST-NEW	Jenkins	Sonday	Decodable
3			3 Last 15 mins	818/5	240/1			421/10			43	13	6	23/4	disc		Cont T3/10.23.23 Lexia T2	Huber/Math	Lexia	Decodable- app of phonics
3			2 & 3	T2/T3 2:45-3:30 dismiss from me	877/19	277/1			463/25			52	16	25	36/7	disc		MTSS/Cont T3	Moore/Mat	Sonday	Decodable
3			2 & 3	815/5	267/1			462/24			47	15	27	43/4	disc		IDEA Referral	Stiles	Sonday	Decodable
3			2 & 3	922/41	266/1			428/13			41	11	32	39/4	disc		Continue...fade/504	Moore/Mat	Sonday	Decodable
3			2 & Int	?	255/1			410/7	encourage	glasses	4 pts	42	12	13	20/7	disc		LY- FES Transfer	Moore/Math	Sonday	Decodable

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

- Example of groups scheduled for Interventions

TCE 1st Grade Intervention Groups			
Teacher	Mann	Stirrat	Rusin
Targeted Intervention/ Curriculum Used	Sonday	Sonday	Magnetic Amplify K Readers
Tier	Tier 2 Threshold 2 (Fun Read) (Trilla- Fun Read)	Tier 2 Threshold 2 (Fun Read) (Trilla- Fun Read)	Tier 2 Threshold 1
Intervention Days/Time	M-F 10:25-10:55	M-F 10:25-10:55	M-F 10:25-10:55
Progress Monitoring Tool	DIBELS NWF/ bi-weekly	DIBELS NWF/ bi-weekly	DIBELS NWF/ bi-weekly
Students			

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

Data Rating	DATA SYNOPSIS	Which High Yield Strategies will contribute the most to school improvement?
ACADEMICS SIGNIFICANT DATA FINDINGS	Our overall **FAST** ELA achievement is at 65%. Our overall FAST Math achievement is 79%. The achievement gap in ELA for Black and Hispanic students (3rd-5th grade) showed a 7% difference from overall student achievement 65%. The ELA Achievement (22-23): 65%White: 67% -Black: 58%, Hispanic: 58% , Multiracial: 67%, Asian: 75%. The achievement gap in Math for Hispanic students (3rd-5th) showed a 10% difference from overall student achievement 79%. The Math Achievement (22-23) White: 82% -Black: 79%, Hispanic: 69% , Multiracial: 73%, Asian: 100%. Our African American student's achievement in math is equal to the performance of the school (79%). Our SWD student population achievement (3rd-5th) is 27% for ELA and Math is 51%. Our 4th grade students in ELA are 44% proficient and 72% in Math. Our 5th grade students in ELA are 25% proficient and 42% in Math. From 21-22 to 22-23 our **iReady** achievement increased 9% for Math and 7% for ELA. For SWD in 21-22 28% of students were early or on grade level and in 22-23 50% of students were early or on grade level. For Math our SWD in 21-22 43% were early on grade or above and in 22-23 45% of students scored early on grade level or above. According to our **Impact Review data** from last year, it showed that monitoring was 35% evident and differentiation 14%.	Monitoring Differentiation Engagement
List ESSA SUBGROUP that fell below 41%. **Include an implementation step below to support the ESSA subgroup identified.**	Students with Disabilities 15%, Black/African American Students 10%, English Language Learners 6%, Hispanic Students 19%, Multiracial Students 5%, White Students 65%	
THEORY OF ACTION: If we successfully implement the High Yield Strategy of Monitoring and Differentiation using data-driven instruction by ensuring teachers use relevant, recent, and aligned data to adjust their instruction, plans, and instructional delivery to meet the needs of each student, then ALL students will achieve.		
DESIRED ACADEMIC OUTCOMES: We hope for 50% by the end of Quarter 1. ELA achievement will increase from 65%- 75% and 31% of students will show growth. Math Achievement will maintain proficiency and 21% of students will show growth. ELA achievement for SWD will increase from 27% to 50% proficient. African American and Hispanics students will increase by 10% in both ELA/Math. Our walkthrough data for monitoring will increase from 35% to 50% and differentiation will increase from 14% to 50%.		

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

Risk Ratio for referrals for student discipline
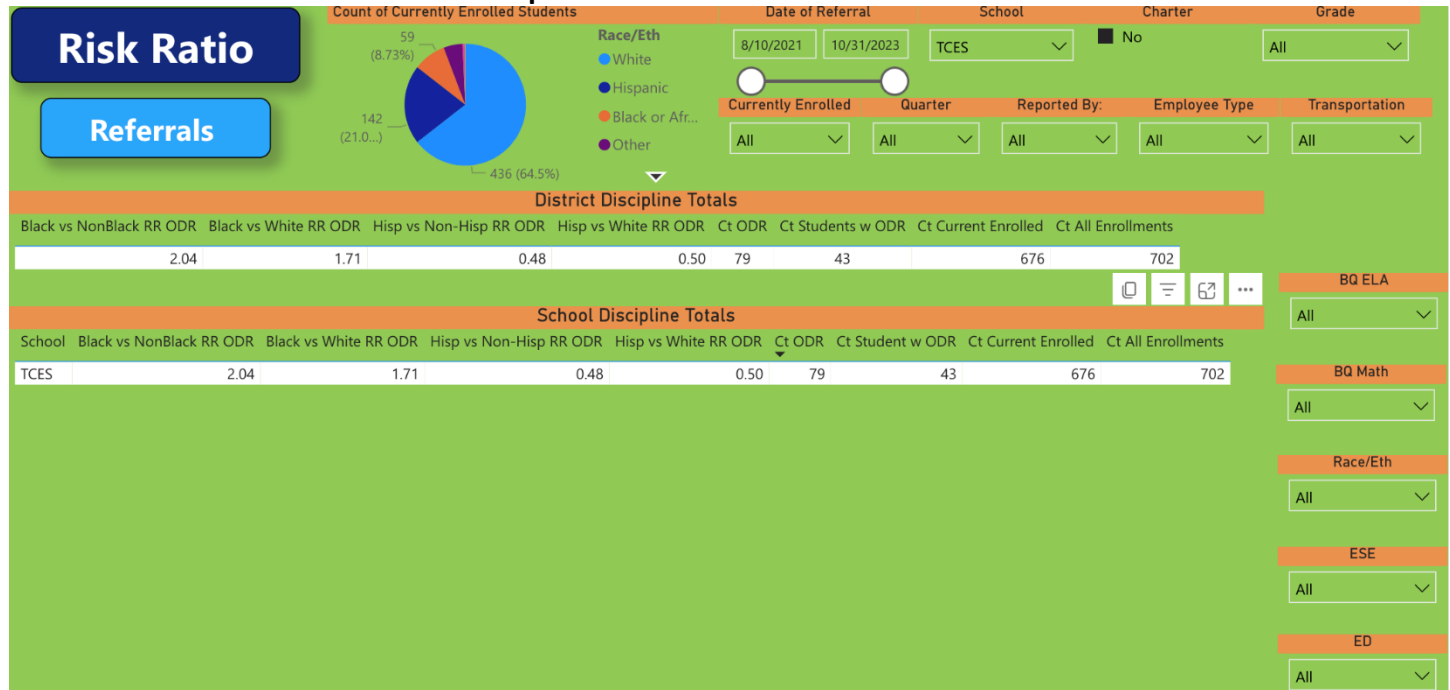
District Discipline Totals

Black vs NonBlack RR ODR	Black vs White RR ODR	Hisp vs Non-Hisp RR ODR	Hisp vs White RR ODR	Ct ODR	Ct Students w ODR	Ct Current Enrolled	Ct All Enrollments
2.04	1.71	0.48	0.50	79	43	676	702

School Discipline Totals

School	Black vs NonBlack RR ODR	Black vs White RR ODR	Hisp vs Non-Hisp RR ODR	Hisp vs White RR ODR	Ct ODR	Ct Student w ODR	Ct Current Enrolled	Ct All Enrollments
TCES	2.04	1.71	0.48	0.50	79	43	676	702

Strategy AAAP 3.1 (ALL SCHOOLS}: Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Invitation for afterschool tutoring

What: After School tutoring opportunity!

When: Tuesday and Thursday 3:50pm – 5:30pm

> **STUDENTS MUST ATTEND BOTH DAYS**

Where: Treasure Coast Elementary

This will be an opportunity for your child to Receive academic support to make this the best year ever!

Students have 3 options for the 5:30 dismissal time. **Please check** which of the following:

☐ **Car**: I will promptly pick my child up at the car loop at 5:30pm.

☐ **Bus**: My child will take the after-school bus. *Bus needs to be requested. Your child cannot take the bus until you hear from Ms. Vogel with the bus information, please be patient. They may start the tutoring but they will NEED to be picked up.*

☐ **Extended Day**: My child is enrolled and will go to extended day at 5:30pm.

Please sign below if you would like your child to participate and return it by Friday September 1ˢᵗ. Spots are limited 😊